Pupil premium strategy statement September 2024

Harriers Banbury Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Harriers Banbury Academy
Number of pupils in school	412 (including nursery)
Proportion (%) of pupil premium eligible pupils	20% (35% of which have SEND) 4 asylum seeker
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/25 to 2027/28
Date this statement was published	September 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Steph Coley, Principal
Pupil premium lead	Jo Agate, Vice Principal
Governor / Trustee lead	Dr Jeffery Quaye (Regional CEO)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£148,000
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£148,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Harriers Banbury Academy is to cultivate high quality education in a supportive environment, enabling our pupils to become happy, confident individuals - ready to take on the world. This is underlined by our mission 'Learning to Fly'.
Our vision and mission was created with our disadvantaged pupils at the forefront of our thinking as we know that if they achieve well, all of our pupils will achieve well regardless of any social, emotional or physical challenges they or their families may have. Through research, networking and sharing of best practice, we know that the greatest impact on disadvantaged pupils' learning is quality first teaching and addressing cultural capital. We therefore ensure that high quality teaching and learning, a wide engaging curriculum and extracurricular opportunities are in place for all of our pupils. We closely track their progress, academic and wellbeing, and provide additional support where required through targeted interventions, in class support or a strong nurture provision.
We utilise our additional funding to ensure disadvantaged pupils receive quality first teaching, additional support and resources as required, can fully access our curriculum and have the same extracurricular opportunities as their peers.

In order to achieve these outcomes we will:

- ensure high quality first teaching is paramount to the attainment and progress of pupils
- aim to achieve positive progress for all disadvantaged students
- ensure all pupils achieve at least FFT 50 (Y6 2024/25)
- improve engagement for disadvantaged pupils
- improve attendance for disadvantaged pupils.
- ensure that a broad, rich, curriculum is accessible for all
- use assessments to find gaps in learning and rapidly plug these gaps

Challenges

This details the key challenges to achievement we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	***Economic difficulty:*** *Our monitoring and discussions with pupils indicate that some of their basic needs are not met (e.g. sleep, water bottles, no breakfast)* *Discussions with parents indicate that the family are in economic difficulty and therefore cultural capital for the pupils is limited.* *Through 'I know my class' surveys it is clear the disadvantaged pupils have limited life experiences and cultural capital which would enhance their learning.*
2	***Educational Needs:*** *Attainment of disadvantaged pupils is lower than 'others' which has been highlighted through Pixl assessments. Increased progress in Reading, Writing, Maths, Phonics and Spelling is required to close*

	these gaps. This is exacerbated as 35.3% of these disadvantaged pupils also have SEN needs.
3	***Parental engagement:*** *Through surveys, conversations with pupils and responses to parent's workshops/homework/online learning we know that there is less engagement of parents in disadvantaged families.* *To improve parental engagement and engage families in order to support pupils learning out of school. Through social disadvantage and EAL, it has been identified that progress in early literacy, speech and language and reading is an issue.*
4	***Learning Behaviours:*** *Observations and monitoring has shown that there is an element of apathy to some disadvantaged pupils so the aim is to improve positive learning behaviours.*
5	***Attendance:*** *Close date tracking has indicated that the attendance of the disadvantaged pupils is below that of the 'others' so improving attendance is crucial. For 2023- 2024 whole school attendance was 93.8%. PP attendance was 89.8% vs Non PP attendance was 94.7%%. This was a 2% improvement on 2023-2024 for PP pupils.*

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve attainment and progress outcomes for disadvantaged pupils, specifically in Reading, Phonics, Writing and Maths.	• Vast majority to achieve in line with national. • KS1 and 2 statutory assessments to be in line with national expectation for PPG (pupil premium grant) learners • Phonics screening results in Y1 (and Y2 retake) to be in line with national average • Bespoke and targeted interventions and Pixl therapies to be used to close gaps in a timely manner, with teachers and leaders measuring the impact. • For 2023- 2024 whole school attendance was 93.8%. PP attendance was 89.8% vs Non PP attendance was 94.7%%. This was a 2% improvement on 2023-2024 for PP pupils.
Improve engagement for disadvantaged pupils through a broad, balanced and engaging curriculum	• Curriculum is purposeful, relevant and linked to real life. • Staff use a range of techniques to engage pupils. • Celebration books are used to map pupil journeys through school and shared in assemblies.

	● Long term planning includes future skills, employability and cultural capital. ● Increased engagement by parents will support pupil learning and engagement.
To raise and sustain the improved attendance of disadvantaged pupils	● Improve attendance to national average ● Overall absence rate for all pupils being no more than 8% and the attendance gap between disadvantaged and non-disadvantaged pupils is not more than 5% ● Persistently absent disadvantaged pupils' attendance improves over time. ● Use OCC attendance team to penalty fine parents in line with new attendance protocol ● Increased engagement by parents will support pupil attendance.
Improve life experiences for disadvantaged pupils through trips, visitors, clubs and the curriculum.	● Pupils have increased life experiences that directly impact their learning and life opportunities. Long term planning includes life experiences (mapped and celebrated in celebration books) ● Long term planning includes future skills, employability and cultural capital. ● Trips and visitors are mapped throughout the school to enhance experiences and directly impact attainment in learning. ● Disadvantaged attendance at extracurricular clubs will increase significantly through targeted support. ● Disadvantaged families will be supported so they can access trips and clubs. ● Interventions will support the progress of RWM so pupils can access the broad curriculum offered.
Improve and promote the social and emotional wellbeing for all disadvantaged pupils so they are ready to learn.	● Pupils' basic needs are met so they are ready to learn (breakfast etc.) ● Pupils have staff members they can talk to which will support their wellbeing and mental health. ● Intervention and social skills groups (including ELSA) will support pupil wellbeing to help them feel happy and confident in school.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: ***£4200***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics Further embed the teaching and learning of phonics/spelling across the school, through embedding the 'Sounds write' scheme across the school. CPD time for all relevant staff (including new staff) have received training to deliver the phonics scheme effectively. Monitor that all year groups are teaching spelling explicitly and according to the scheme. Morning boosters from term 1 in Y1 for pupils identified at risk. Purchase of further 'Sounds Write' reading books.	The EEF guide to pupil premium tier 2 approach 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' Evidence that phonic scores are lower than national https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	*2, 4*
QFT and addressing learning gaps Ongoing use of summative assessment to assess and teach gaps in learning. Staff training, provided in house, on QLA, PiXL and precision teaching. Ensure staff are aware of underperforming pupils within groups (PP, EAL, GD, SEMH). PiXL membership. Use PixL assessments and QLA analysis to deliver targeted teaching & learning and interventions for pupils. Increased CPD on the use of AFL within lessons and how to use this to progress learning	Supporting staff with accurate assessment tools to be able to rapidly pinpoint and immediately address gaps in teaching will be vital. https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests Ofsted report (May 2024) indicated that some pupils did not have their knowledge checked during lessons.	*2, 4*

Targeted academic support

Budgeted cost: ***£93000***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing Staff CPD related to QFT, modelling, questioning and metacognition. Quality first teaching and specific interventions, including tutoring for disadvantaged pupils, delivered through T&L policy. Staff time provided to facilitate peer-to-peer coaching to develop consistent, high-quality practice. Staff CPD time on effective QFT practice. Resources for research, such as books and online memberships. Behaviour, self regulation and wellbeing training for all staff (Heads and Hearts and MHST) CPD for all staff on 'black and white' thinking focussing on SEN pupils. Use coaching and peer observations to support both ECTs, and all staff, have relevant and up to date training. Curriculum lead and SLT to support subject leaders monitoring their subjects and addressing CPD needs.	The EEF guide to pupil premium tier 1 approach 'Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school' EEF evidence reviews: What happens in the classroom makes the biggest difference: EEF evidence on feedback; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	*2, 4*
Reading Accelerate progress in Reading and increase Reading for pleasure. Children take home 'books for pleasure' weekly. Purchase, training and subscriptions for Power of Reading, Just Read, Sounds Write and Lexia. Purchase high quality texts for children to access at school and at home. Librarian appointed to develop the reading across the school. Just Reading project with use of visualisers and focus on vocabulary. Termly visits to Banbury library for disadvantaged pupils.	The EEF guide to pupil premium tier 2 approach 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	*2, 3, 4*

Interventions Focussed interventions using AFL. Gaps identified in formative assessment allow for precisely, targeted teaching to remedy these. Teachers and teaching assistants are given training to provide pupils with modelling/scaffolding/appropriate steps to achieve them. Staff employed to provide targeted interventions teach to gaps. Staff used to provide SEN interventions targeted towards pupil profiles. Use of Lexia, and TTRS memberships. Pixl and Arbor subscriptions and training.	The EEF guide to pupil premium tier 2 approach 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' Evidence from Schools within the Trust and success they have had in driving standards https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	*2, 4*
EYU targeted support Alternative learning space with continuous provision for pupils with additional needs. Makaton training for staff. Speech and language and communication resources for pupils.	The EEF guide to pupil premium tier 2 approach 'Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.' Evidence from Schools within the Trust and success they have had in driving standards https://educationendowmentfoundation.org.uk/tools/assessing-and-monitoring-pupil-progress/testing/standardised-tests	*2, 4*

Wider strategies

Budgeted cost: ***£13000***

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement I know my class sessions in term 1 to ensure all disadvantaged pupils have had a 1:1 session to discuss their interests and barriers to learning. Staff time out of school hours used to hold 1-2-1 meetings with parents to promote pupil engagement and attendance. Increased use of parent workshops, book and brew, assemblies etc to engage the parents and bring them into the life of the school.	The EEF guide to pupil premium tier 3 approach Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute EEF guidance on parental engagement; https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement?utm_source=/educ	*1, 3*

	ation-evidence/teaching-learning-toolkit/parental-engagement&utm_medium=search&utm_campaign=site_search&search_term=parents	
Attendance Rigourous procedures in place to identify and support pupils identified as persistently absent. Continue to improve attendance by tightening procedures and close monitoring of attendance by HSLW, office, SLT and all staff. Parents are invited to attend meetings and given a target if they fall below the acceptable % attendance. Penalty notices and referrals to the county attendance team where relevant. Children collected by a member of staff where support is required to improve attendance and door stop visits. Attendance weeks with a reward system in place.	Gap between disadvantaged and non- disadvantaged attendance reduced. The EEF guide to pupil premium tier 3 approach https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment?utm_source=/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment&utm_medium=search&utm_campaign=site_search&search_term=Attendance	*5*
Cultural Capital Ensure pupils are exposed to a wide range of social /cultural and sporting experiences through a broad and varied curriculum and beyond. Sports coach TA used to support disadvantaged learners to access additional physical activity clubs. School covers a percentage of costs of disadvantaged pupils access to a wide range of cultural capital opportunities, including; ● trips ● residentials ● visitors ● resources and clothing ● wrap around care ● extra curricular clubs ● uniform ● food and hygiene bank ● music lessons	The EEF guide to pupil premium tier 3 approach Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute; https://www.quagliainstitute.org/services/common-services-and-products-quaglia-school-voice-surveys-and-pd EEF guidance on life skills; https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term	*1, 3, 5*
Social and emotional needs For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally to learn. Support for breakfast club, clubs, trips, hygiene, gift bank food bank vouchers and uniform.	The EEF guide to pupil premium tier 3 approach Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose	*1, 3, 5*

Support for children seeking asylum: tuition, lunches, uniform, trips, wraparound care, individualised support Refreshed EYU & KS1 resources and outdoor play equipment. 2 X ELSA trained staff and relevant resourcing. Pupils to be able to access ELSA support in school. Nurture and wellbeing training for all staff (Heads and Hearts, MHST)	Based on the work of the Quaglia Institute https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
Extra Curricular Ensure pupils are given more opportunities to be involved in the life of the school and extracurricular activities. Support for residential trips, clubs, bikeability, extra swimming sessions, transition packs and music lessons. Musical instruments purchased (ukuleles and glockenspiels) and music scheme subscriptions continued so all pupils can access music sessions. Access to free music tutoring from the OCC music service Arts mark workshops for all school and free theatre trips for families of disadvantaged pupils.	The EEF guide to pupil premium tier 3 approach to life skills; https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment?utm_source=/guidance-for-teachers/life-skills-enrichment&utm_medium=search&utm_campaign=site_searchh&search_term Evidence based on the Aspirations guiding principles about the importance of Self Worth, Engagement and Purpose Based on the work of the Quaglia Institute	*1, 3, 4*

Total budgeted cost: £148,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes 2023 - 2024

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Below is a summary of the aims, outcomes and end of KS2 assessments.

Intended Outcome	Success Criteria	Impact/Evidence
Development of positive learning behaviours including attendance.	Evidence through reviews, learning walks and pupil voice indicates that pupils have developed positive learning behaviours. Children are happy and settled in school. There is good engagement in extra curricular clubs (evidenced in registers and waiting lists) Pupil wellbeing is supported through discussions and calm time in class to help reduce pupil anxiety. The use of calm areas in class and the zen den has increased as pupils' need for nurture support has increased. Pupils used the calm area increasingly. Learning walks and pupil voice showed engagement and enjoyment in learning. Attendance of disadvantaged pupils to be no more than 8% and the gap between disadvantaged and non disadvantaged does not increase beyond 5%.	For 2023- 2024 whole school attendance was 93.8%. PP attendance was 89.8% vs Non PP attendance was 94.7%%. This was a 2% improvement on 2023-2024 for PP pupils. This will be an ongoing area to action for our disadvantaged pupils. 100% of pupils said they felt safe in school and have a trusted adult to speak to. Attendance at clubs improved throughout the year and is closely tracked.
To ensure better or expected progress in R, W, Maths and Phonics for disadvantaged pupils.	Quality first teaching and Pixl interventions in place to accelerate progress. Progress in phonics to accelerate due to the Sounds Write scheme.	End of KS2 SATS; All pupils combined - 60% Disadvantaged combined - 53.3% Non-disadvantaged combined - 62.5% In Writing, Greater Depth disadvantaged pupils outperformed non-disadvantaged with 13% compared to 10%. Similarly in SPAG, Greater Depth disadvantaged pupils outperformed non-disadvantaged with 33% compared to 25%. Y1 Phonics; All pupils - 79% Disadvantaged - 57% (increase of 20% from 2023-2024) Non-disadvantaged - 86%
Identified gaps in learning to be met	Quality first teaching and Pixl interventions were in place.	See above

and bespoke/targeted interventions in place.	Thorough, strategic planning of the curriculum has ensured that pupils have been taught all elements of the curriculum for their year group. Evaluating the ATL curriculum throughout the year has ensured learning is maximised and personalised. Quality texts are in use to support gaps in vocabulary and develop Reading and Writing. Boosters and tutoring for pupils in all year groups took place where relevant in order to plug gaps. Morning phonics boosters ensured accelerated progress for Y1 pupils.	
To increase parental engagement in order to support pupils learning at home.	Community events increased, so parents were able to come to school for their children's sports days, assemblies, nativity plays, harvest events etc. Each year group held parent workshops (including 'Book and Brew') and class assemblies. Parents evening meetings had an option of in person or via zoom with positive attendance. Follow up phone calls made for non- attendance.	Increased attendance at events by parents of disadvantaged pupils with PP parents being offered priority appointments for parents' evenings.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

Further information